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SENATOR QUANDAH: Yes, Mr. President. I did make a motion to bracket this for one week because I wanted a chance to digest the information that we received last Thursday, and then also that just was handed to me right now, but I did discuss this matter with Senator Bohlke before this time, and I would grant her and give her the remainder of my time on this so that we can get some more information on this.

PRESIDENT MAURSTAD: Senator Bohlke.

SENATOR BOHLKE: Yes, thank you, Senator Quandahl. Mr. Speaker and members, you, at this point in time, right now are receiving the long-awaited printout. For those of you who followed instructions on e-mail, you should have your notebooks up here, and if you don't, make sure that you get these in your notebooks. Also, you may want to contact your office right now and ask them to bring the notebooks up because what you see here, we're giving the information a little differently than we have before, and once you put these...this information in your notebook, you can really look at why schools are gaining aid or not gaining aid. In the beginning, let me tell you one very important thing. We are doing two things here, if you remember. One is we're looking at the respin, that's looking back over our shoulders, and, one, we're looking at the certification, which looks forward. On the respin, no school district would have lost money. As we look forward, we have been talking about the fact of motor vehicle taxes coming in. When you see that a school district has lost some aid, there are a couple of things you'd want to turn to in your notebook, and we can go through this a little bit, but you'd want to look at numbers of students, and you would want to look at the cost groups. There was a reduction in the cost grouping. The reason, remember, is we are going from estimates to actual numbers, actual data. We saw those cost groups between very sparse, sparse and standard bounce around previously, and it should have been an indication to us when we would see some gain a great deal that the estimating process, that was the first clue, really, that the estimating process was...did some things that does not make the formula very predictable. I do believe, and I should also tell you that I know every agency sometimes gets a lot of criticism, and the Department of Education certainly gets their fair share,